

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Stacey Bradbury

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Norfolk Elementary School

(As it should appear in the official records)

School Mailing Address 161 Mildred Simpson Drive

(If address is P.O. Box, also include street address.)

City Norfolk State AR Zip Code+4 (9 digits total) 72658-8415

County Baxter State School Code Number\* 0304021

Telephone 870-499-7192 Fax 870-499-7196

Web site/URL http://panthers.k12.ar.us E-mail stacey.bradbury@norfolk.k12.ar.us

Twitter Handle n/a Facebook Page n/a Google+ n/a

YouTube/URL n/a Blog n/a Other Social Media Link n/a

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Mike Seay E-mail: mike.seay@norfolk.k12.ar.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norfolk School District Tel. 870-499-5228

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Jon Casey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 2 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☒ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	8	22
1	23	14	37
2	18	16	34
3	22	22	44
4	13	18	31
5	20	12	32
6	15	11	26
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	125	101	226

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 21%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	242
(5) Total transferred students in row (3) divided by total students in row (4)	0.215
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 83 %  
 Total number students who qualify: 188

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 23 %  
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	26 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
3 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	95%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Norfolk Elementary, also known as Arrie Goforth Elementary, is a small school with large aspirations for students. It is the school's mission to provide an intellectual, emotional, and physical environment that is conducive to learning for all students. Norfolk Elementary provides opportunities for each learner to develop the full range of his/her potential, while building strong character. Faculty and staff recognize the uniqueness of each student and the divergent factors influencing their development. An environment that promotes a safe and orderly climate for all educational endeavors is provided for students. Our school maintains a high level of expectation for all students in academic performance, attendance, extracurricular activities, and civic responsibility.

Norfolk Elementary is located in the city of Norfolk, Arkansas. Norfolk is a rural community nestled in the beautiful Ozark Mountains surrounded by lakes, rivers, and forests. Norfolk has a population of a little over 500; however, Norfolk School District educates children from a few small surrounding towns as well. Our school includes 215 students in kindergarten through sixth grade. The small numbers allow us to know each and every student and do what we can to meet individual needs.

Although our numbers are small, the hearts of stakeholders are big. Several local organizations work hard to support our students. A local church group sponsors the Horse Tales Literacy Project every year for all first and fourth grades students. The project focuses on promoting literacy through the winning combination of live horses and classic horse literature. This church group also heads up a food program to assist economically disadvantaged students by providing bags of food to take home for the weekend. Arrie Goforth Volunteer Association (AGVA) is another important organization for our school. AGVA spends many hours assisting teachers, helping students, and raising money for our school. The Norfolk Fire Department also shows a great interest in our students. They provide fire safety presentations every year as well as assist with fire and tornado drills. Most recently, they volunteered to take the blood pressure of every elementary student as preventative measure for possible future health issues.

At Norfolk Elementary, we understand that our vision and mission is only accomplished with the help of our entire school community. We appreciate the time, money, and effort the community invests in our students; therefore, we invite and welcome them into our building often. We host several annual events in order to bring the entire school community together. Before school starts each year, an Open House and Annual Public Meeting is held providing parents and the community with information about our school. In October of every year, we have a Fall Festival. The event is an inexpensive way for families to have fun playing games and making crafts, while helping teachers raise money to spend on the classroom. We also have annual chili suppers, book fairs, and basket bingo night. Again, these events could not take place without the help of the entire school community. The school and community work together as a team to ensure the success of Norfolk Elementary students.

Because Norfolk Elementary is truly a school community comprised of students, teachers, staff members, parents, and community members and leaders that work together, our school has won various awards over the years, and our students have had much success. During the 2007-2008 school year, the district ranked fourth academically in the state and received the Golden Apple Award from the Little Rock-based TV channel KTHV. Then in November of 2008, Norfolk Elementary was chosen for The Education Trust's Dispelling the Myth Award. This award honors schools that have been successful in educating low-income students to high academic levels. At the time, Norfolk Elementary was the only Arkansas school to have received the award. More recently, the Office for Education Policy (OEP) ranked Norfolk Elementary School as one of the top five schools for grades 3, 4, 5, and 6. In January of 2014, Norfolk Elementary was notified that they would receive over \$21,000 for the Arkansas School and Recognition Program. Norfolk Elementary was one of only 206 schools chosen from 1,057 schools in the state to receive funds. Awards were based on student performance in the 2012-2013 school year. Norfolk Elementary ranked in the top 10% of schools.

Norfolk Elementary is worthy of the National Blue Ribbon Award because we understand what it takes to ensure the success of each student. We value our students as individuals, and we know that in order to take care of their needs, we must work as a school community. Norfolk Elementary is not merely a school. It is a true community united for our children. Because of the dedicated faculty and staff and the support of parents and community, our students have been able to achieve far above what outsiders would expect.



## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A.

Norfolk Elementary students in third through six grades participate in The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) every spring. Testing is comprised of criterion-referenced test (CRT) and norm-referenced test (NRT) components including the Augmented Benchmark Examinations.

The state part of ACTAAP is the Augmented Benchmark Examination which is for grades 3 - 6. This test combines the CRT and NRT components. The CRT component of the test focuses on measuring student performance on items specifically developed by Arkansas teachers and the Arkansas Department of Education that align with the Arkansas Mathematics and English Language Arts Curriculum Frameworks. Additionally, in grade 5, the Augmented Benchmark Examination contains a science portion, which includes CRT items that align specifically to the Arkansas Science Curriculum Frameworks.

Test results indicate one of four levels of mastery: below basic, basic, proficient, or advanced. If at least a proficient score is not achieved in each of the tested areas, remedial services are provided to students to assist them in improving in the deficient area. Norfolk Elementary strives to achieve above the minimum requirements set by the state. Year after year, test results indicate that Norfolk Elementary students are achieving above other schools in the area. Although state standards and standardized test scores are important to Norfolk Elementary, we feel our students are capable of success beyond what is expected.

B.

When analyzing assessment results found in the data tables, only a few performance trends were noted. Consistency in high performance was evident in both literacy and math for students in third through six grades. In math the percentage of the school population scoring proficient or advanced ranged from 73% to 100% throughout 2008-2013 for all grades tested. The socio-economic subgroup scored comparably, if not even higher, during a few years tested. The only subgroup with some variance in assessment results was students receiving Special Education services. Because of the low number of students being tested, percentages can vary greatly if only one student does not score proficient or advanced.

Literacy scores were found to have similar trends. Scores were consistently high for students in grades 3-6 from 2008-2013. Students scoring proficient or advanced ranged from 79% to 100% during these years. Like the math assessments, the socio-economic subgroup in all grades scored comparably in literacy. Again, the Special Education subgroup varied some due to the low number of students tested.

We are working to close the gap between the Special Education subgroup and the general population. We have two full time paraprofessionals working in the special education classroom assisting the teacher with direct instruction. We have other paraprofessionals that work with special education students in the regular classroom. Regular classroom teachers work closely with the special education teacher to help students reach their goals. Progress is monitored regularly and changes are made when necessary.

The consistency in high scores for our school population in both math and literacy are a result of several factors. First of all, our teachers and parents set high expectations for students. Our rigorous curriculum ensures students gain the knowledge and skills necessary to be successful on standardized tests. Students receive literacy and math instruction in a block schedule. Ample time is spent on instruction and the active engagement of students.

For those students who may struggle, we catch problems early and address them in a number of ways. We have a child study team that works to correct problem areas for students quickly. The team meets monthly to discuss gains or regressions of students. We offer remediation, after-school tutoring, and one-on-one help when necessary. We have several assessments throughout the year that provide information to teachers and the child study team. This assists us in knowing the best avenue to take to assist students.

Norfolk Elementary is proud that the most dominate trend in assessments is that our students always score well and are always above the state average. However, we do not take this success for granted. We do not stop because high scores have been achieved. Each year we expect more. We continue to work hard and push all of our students to reach their fullest potential.

## **2. Using Assessment Results:**

Norfolk Elementary School uses a wide range of assessments to ensure student learning and improve school performance. Our faculty analyzes data annually from a variety of sources in order to identify areas which can be improved upon. Classroom teachers also administer and analyze data from assessments given systematically throughout the school year.

At the beginning of each school year, the results from the IOWA test (Kindergarten-Second) and the ACTAAP test (Third-Sixth Grades) are evaluated and specific areas are identified. Our goal is to target these specific areas during the school year, in order to increase school performance. Individual student scores are also analyzed, so students who could benefit from extra instruction can be identified. Based on these findings, classroom teachers will develop classroom curriculum and Academic Improvement Plans (AIPs) or Intensive Reading Intervention Plans (IRIs) in order to meet the needs of individual students.

Pre and post assessments in both literacy and math are administered at the beginning and end of every school year. STAR Reading, STAR Math, open response writing prompts, open response math prompts, and multiple-choice math assessments are some of the assessments administered. These pre/post assessments provide important information about student growth.

Classroom teachers also administer a variety of assessments throughout the school year. The results from assessments are recorded on student AIPs or IRIs and are shared with parents periodically during the school year. Developmental Reading Assessment (DRA), Developmental Spelling Analysis (DSA), and Dynamic Indicators of Early Literacy Skills (DIBELS) are some of the assessments given by teachers. These classroom assessments, which are components of Early Literacy Learning in Arkansas and Effective Literacy, give the teacher important information about individual students. The DRA assessment enables the teacher to determine a student's independent and instructional reading level. This information will help teachers and students choose appropriate reading materials. Using the DSA assessment helps the teacher determine a student's or the class's stage of (spelling) development. The DIBELS assessment monitors student growth of fundamental reading areas.

Other assessments include the following: Accelerated Reading tests (which are taken independently on the computer), writing prompts (which are given routinely and scored using rubrics), and student work on Cognitively Guided Instruction (CGI) math problems or equations is evaluated on a regular basis.

All information gained from assessments is used to plan classroom instruction, small group instruction, and individual instruction. Assessment information is also reviewed by parents and teachers during conferences to inform parents of their child's academic progress.

## **3. Sharing Lessons Learned:**

Norfolk Elementary teachers do a great job educating students and are quick to share their successes, strategies, and ideas with others. Sharing lessons learned and advocating new techniques that engage students is a facet of excellence at our school.

Some of the professional development received by teachers comes from teachers within the building. When teachers have knowledge that needs to be shared, they are always willing to help. Last year, the sixth grade literacy teacher held a training session for other teachers who wanted to learn more about using the interactive Promethean board in the classroom. The same teacher also joined the principal in presenting a mandatory training on the new teacher evaluation system that is being implemented in Arkansas.

Our teacher librarian also communicates with other educators on a regular basis. She shares and collaborates with other teachers in the school providing them with resources for instructional and technological purposes. She has shared websites for PARCC assessments, Teacher Evaluation, and Common Core State Standards. She also trains teachers one-on-one on new technologies and solves simple technology problems when necessary. In addition, she shares her knowledge of library skills and informational technology with other teacher librarians in the state on the listserv and at the annual conference for AAIM.

Norfolk Elementary also shares ideas with the Norfolk Headstart. The headstart has their own curriculum they follow, but we supply mentors for their novice teachers. Our teachers speak with headstart parents in April providing them with important information about kindergarten. We know headstart students are our future kindergarteners, and we do what we can to assist the teachers.

Another teacher at Norfolk Elementary even shares success in scholarly articles and in public presentations and conferences. Our science teacher shared a study he conducted with other educators at the GLOBE Conference in San Antonio, Texas. Most recently, he had an article published in Science Lines, a quarterly publication of the Arkansas Science Teachers Association.

Teachers within our building are eager to help one another and share information for the betterment of the students and the school as a whole. We are proud of our successes and feel it is important to share with our colleagues, as well as with others in our profession outside of our district.

#### **4. Engaging Families and Community:**

Norfolk Elementary School implements various strategies to engage families and community members for student success and school improvement. We have a very active volunteer involvement group called Arrie Goforth Volunteer Association (AGVA) consisting of parents, community members, and some school employees. One of the main goals for the group is the continual process of evolving and assessing the programs in place, keeping in mind how the end result is to constantly help our students and improve our school.

Special events is one strategy that we use to get family and community members involved. Throughout the year we have multiple events: Fall Festival, Christmas Program, Donuts for Dads, Muffins for Moms, and Spring Fling. Not only does it help parents become comfortable and familiar with the school and staff, but it also helps tie home and school together in a fun way. Most importantly, it shows students that parents support the school and their education. A vast majority of the community gets involved in the special events of our school.

Norfolk Elementary also has several committees on campus that include parents as members. This helps bring a broader perspective to the committees. It makes a difference when parents feel like they are a part of the “team.” Our Parental Involvement Plan states, “The school believes that the only means of providing a well-rounded education for all children is to combine all resources from school, community, and home.” This is a realistic mission that we frequently strive to achieve.

We keep the parents informed and updated with various modes of communication. The students have a red folder where teachers and parents can communicate with one another on a daily basis. The school has a website that provides information for the school community. We have a system that sends out mass texts to keep parents and community member informed about current events or cancellations. A monthly newsletter provides an overview for the upcoming month, with tips for parents, which are specific to the students’ needs and the different ways parents can participate in school activities. Our Parent Center is filled with brochures and books that encompass many different parental topics with helpful information.

At Norfolk Elementary, we take pride in including our family and community members in the education of our students, knowing that together we can make a difference in every child’s life.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Prior to the 2011-2012 school year, Norfolk Elementary used the Arkansas Curriculum Frameworks as the guide for learning standards in the classroom. However, in 2011, Arkansas schools, including Norfolk, implemented a new set of standards called Common Core State Standards (CCSS) for kindergarten through second grade. Common core is a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Knowing CCSS would be mandatory for the rest of our elementary grades the following year, we chose to incorporate the new standards early. We transitioned into the new standards by doing a cross-walk with teams comparing the old and new curriculum. For subject areas that are not covered with CCSS, teachers continue to use the Arkansas Curriculum Frameworks as a guide.

The reading curriculum for CCSS consists of four anchor standards: 1) Key Ideas and Details 2) Craft and Structure 3) Integration of Knowledge and Ideas 4) Range of Reading and Level of Text Complexity. Within each anchor standard are numerous skills and understandings that all students must demonstrate. The writing curriculum consists of four anchor standards as well: 1) Text Types and Purposes 2) Production and Distribution of Writing 3) Research to Build and Present Knowledge 4) Range of Writing. Speaking and Listening anchor standards are Comprehension and Elaboration and Presentation of Knowledge and Ideas. Language anchor standards are Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use. Norfolk Elementary students in kindergarten through third grade have a literacy block of approximately three hours receiving instruction in language, reading, and writing. Fourth through sixth grades students have one period for each of the three literacy areas.

The CCSS for Math has eight Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct viable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning. The math curriculum also consists of Standards for Mathematical Content, which is grade-specific and is a balance of procedure and understanding. Math is double-blocked for Norfolk Elementary students; therefore, they receive ample instruction and time for engagement.

Science and social studies instruction is structured around the standards of the Arkansas Curriculum Frameworks. The four strands in science are Nature of Science, Life Science, Physical Science, and Earth and Space Science. Within each strand are several content standards, varying based on the grade level. The social studies curriculum consists of four strands: Geography, Civics, History, and Economics. Again, several content standards exist for each strand. Students in kindergarten through third grade alternate science and social studies on a quarterly basis. Fourth through sixth grade students have both science and social studies daily.

All Norfolk Elementary students have music, art, physical education/health/nutrition, computer lab, and library weekly for one period. For library, music, art, and physical education, Arkansas Curriculum Frameworks are used. Students are able to display what has been learned in these non-core subjects through special events such as our annual Christmas program, art shows, and Field Day. Our school considers what students learn in these classes a valuable part of the curriculum.

Teachers and staff strive to ensure that the curriculum is a rigorous set of standards for our students. We believe our students are capable of achieving at high levels, and we work hard to help each of them reach their goals. To make certain each standard is covered and that what is being taught is appropriate, each lesson plan is documented with the CCSS or Arkansas Curriculum Frameworks standard(s).

## **2. Reading/English:**

At Norfolk Elementary School it is our goal to ensure the academic growth of all students. To achieve this goal we use a variety of resources to create our reading curriculum. Resources used include the following: components of Early Literacy Learning in Arkansas (ELLA) and Effective Literacy (ELF), Arkansas Journeys and Write Source published by Houghton Mifflin Harcourt, Reading A to Z, Accelerated Reading, leveled readers, and teacher made curriculum.

Instruction occurs on several levels including whole group, small group, and independent instruction. Whole group instruction is used to cover grade level material, while small group instruction targets the learning level of the students involved. The purpose of independent instruction is to ensure students master the necessary fundamental reading skills.

Instructional methods used to achieve student success include guided reading, literature circles, read-alouds, and familiar reading. Arkansas Journeys provides teachers with a variety of reading materials including leveled readers (on level, below level, above level, and vocabulary), read aloud books, and basal reading books. Whole class and small group discussion occur on a regular basis. Read-aloud books and basal readers help teachers to deepen comprehension skills of students through classroom discussions.

Teachers utilize components of ELLA and ELF to determine instructional and independent reading levels. Based on these findings students will receive instruction that helps them achieve the necessary growth as well as opportunities to succeed independently. A variety of leveled readers are used to achieve this. Level readers are also used for instruction across the curriculum. Based on results from DIBELS and DSA testing, students also receive instruction to develop phonetic skills. Reading A to Z offers both level readers as well as decodable books which can also be helpful in developing these skills.

Those who perform above grade level in reading can easily be overlooked. However, at Norfolk Elementary we are careful to address the needs of these students. Upper level reading groups are formed. These groups target higher order thinking skills according to Bloom's taxonomy. Students are given more challenging materials to read and study and have the opportunity to work on more advanced critical thinking skills. Students are also given integrated enrichment lessons that are reported monthly to the Gifted and Talented coordinator. We feel students need a challenge in order to be stimulated.

Throughout the year teachers continue to develop their own resources. Some examples of these resources include writing prompts, vocabulary lists, and comprehension questions. By using a diverse curriculum, we are able to better address the needs of all students.

## **3. Mathematics:**

Last year, during the 2012-2013 math instructional adoption cycle, our math committee researched all the available math curriculums and chose the curriculum, My Math. After much consideration, we chose to not purchase our adopted series at that time. Our committee felt that none of the available curriculums met the needs of our students to address the Standards with efficiency and efficacy. Our teachers are currently drawing from multiple resources to meet the Common Core Standards. These primarily include the federally funded and researched Engage NY, the CCGPS, Common Core Georgia Performance Standards, and other curriculums and materials such as Accelerated Math as needed per grade level.

Our mathematics staff has been or is currently in the process of being trained in the Cognitively Guided Instruction (CGI) program that increases teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge to formal concepts and operations. This program focuses on two major themes. One is that children bring an intuitive knowledge of mathematics to school with them and that this knowledge should serve as the basis for developing formal mathematics instruction in primary school. We assess students on the processes that students use to solve problems. Teachers pose problems based on the standards. Students work independently to solve this posed problem. Then the class meets together in a math meeting to discuss their work and thinking with classmates. The

second theme is that math instruction should be based on the relationship between computational skills and problem solving. This leads our classrooms to have more of an emphasis on problem solving instead of number facts and worksheets. As an extension of CGI, our 4-6 teachers are currently being trained in Extending Children's Mathematics which extends the principles of CGI to the area of fractions.

Other instructional methods used by our staff are peer tutoring, cooperative learning, hands-on discovery, and direct instruction when appropriate. We strive to meet the needs of all students through block scheduling allowing for each student to receive 90 minutes of math instruction each day. This allows for more one-on-one time with the teacher to develop understanding and/or extend each concept. After-school tutoring is available for grades 3-6 taught by two certified teachers.

Our goal is to develop and produce mathematically proficient students; however, those who have already reached proficiency are pushed to the next level. Students are given alternative math assignments which require the use of higher level thinking skills to complete them. More difficult and stimulating problems are given to those who are performing above grade level. More advanced students often serve as tutors for their peers. Teachers are diligent to differentiate math instruction by providing assistance for those who need it and challenges for those who are excelling. Our goal is for every student to reach their full math potential.

#### **4. Additional Curriculum Area:**

Norfolk Elementary School has a dynamic and challenging science curriculum focused upon application of the grade specific Arkansas Curriculum Frameworks in Science. Science instruction and experimentation begin in kindergarten for Norfolk students. Science Studies Weekly is purchased for students in kindergarten through second grade. Each weekly lesson is a progressive learning tool designed to give students a solid base to build their science education on. The lessons are standards based and correlate with the Arkansas Frameworks for Science.

This science foundation in the early grades allows students to easily transition into a more advanced science curriculum in the upper elementary grades. Rather than just learning science from a textbook, students experience long term data collection while participating in programs such as the GLOBE Program. Over the past decade our school has reported over three hundred thousand measurements of temperature, rainfall, cloud cover, soil moisture, aerosols, humidity and water quality. Students' measurements allowed follow-up analysis of trends, patterns, and the development of hypotheses to create an environment of student-centered, open-ended inquiry.

Furthermore, sixth grade students have collaborated with select research scientists and other schools collecting haze and aerosol measurements using inexpensive solar photometers and voltmeters. Fifth grade students were allowed to use digital data loggers to record solar insolation gaining a greater understanding of specific effects of sunlight reaching the Earth's surface as the seasons change.

Most recently, students have started participation in the Community Collaborative Rain, Hail, and Snow (CoCoRaHS) monitoring effort. This program initiated by the Colorado Climate Center at Colorado State University has now expanded to include schools and community volunteers across the nation. The data our students provide is available to the National Weather Service, meteorologists, hydrologists, and the USDA.

When these initiatives are coupled with classroom experimentation, School Science Fairs, and other activities such as the BalloonSat and Arkansas Rocketry Challenge, it becomes evident our teachers and staff members recognize the divergent factors influencing the unique development of each student as stated in our mission statement. This leadership allows our students to demonstrate exceptional academic excellence and nurture increased self-esteem.

## **5. Instructional Methods:**

Norfolk Elementary strives to meet the diverse needs of students by differentiating instruction. Our objective is to ensure that every student is given the opportunity to achieve their academic and social potential. We want to have an environment of learning that engages our students and directs the classroom to be student-centered.

One program offered to students experiencing reading difficulties is Take Flight. This program targets the areas of phonemic awareness, phonics skills, vocabulary, fluency, and reading comprehension. This program is delivered in small group settings by a certified academic language therapist. With Take Flight, students learn all 44 phonemes of the English language, 96 grapheme-phoneme introductions with additional practice of all learned decoding rules. The alternate lessons provide the opportunity to practice previous learning through tied, repeated practice to improve reading fluency. These lessons also include comprehension strategy instruction and 20 minutes of oral reading of connected text that provides necessary practice for newly learned strategies.

Students that perform below level receive additional intervention with the help of paraprofessionals and teachers that offer support in small group settings or on an individual basis. Leveled readers are used to work with small groups of students who will benefit from teaching at a particular instructional level. Groups are flexible and adjust to the students' growth and competencies. The interventions promote critical thinking skills within the text, beyond the text, and about the text. If a student continues to struggle in an area, our literacy coach provides more intense, direct instruction. Our school also offers after-school tutoring with a certified teacher. This enables students to get more guided instruction in an area of difficulty.

Response to Intervention (RTI) is another intervention and instruction model used to provide additional support for students. Targeted instruction and intervention techniques are applied and differentiated based on the areas of need for identified students. Students are progress monitored, and instruction is altered based upon the results.

Technology is also used as a support tool at Norfolk Elementary. Interactive Promethean boards enable our students to be active participants in their learning. Some teachers have created games to use with the interactive board that review or practice important skills. Others use the board to allow students to be interactive with educational websites that build reading, writing, language, and math skills. Instruction is also supplemented with the use of iPads. iPad apps are used to promote literacy, language, and math. Plus, some teachers create assessments to be taken electronically on the iPad. Students also utilize iPads to do research in various subjects. Some of the reading teachers use iPads to allow students to research for background information before beginning a novel study. The science and social studies teacher uses it to research and find additional information on the topic currently being studied. We have recently purchased a few keyboards to be used with the iPads, so students also type reports and essays using them. Students utilize the computer lab for some of the same activities. Students use publishing software to create Word documents, PowerPoints, and brochures for various classes. The school recently purchased Study Island, a comprehensive online supplemental program to support instruction. Teachers work diligently to incorporate technology in the classroom because they know that is what students need in today's world.

## **6. Professional Development:**

Many factors determine what professional development is needed and required of teachers at Norfolk Elementary. First and foremost, we follow the rules governing professional development as set forth by the Arkansas Department of Education. We complete all professional development hours that are required for licensure. Currently, sixty professional development hours are required, and a certain number of hours must be devoted to specific areas.

As stated in Arkansas Department of Education Rules Governing Professional Development, "The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on

the state academic standards.” Ultimately, our goal at Norfolk Elementary is to improve the academic achievement of our students, and professional development should assist us in this endeavor.

Another driving force of professional development is the required Arkansas Comprehensive School Improvement Plan (ACSIP). This plan is developed by a school team based on an analysis of student performance data and other relevant data. The plan addresses deficiencies in student performance and any academic achievement gaps. Appropriate professional development is chosen to address the deficient areas and help close any gaps.

Additionally, Professional Growth Plans (PGP) guide the professional development needs of teachers. PGPs identify professional learning outcomes to advance the teacher’s professional skills in order to best serve students. Professional development is linked to the teacher’s individual professional learning needs as identified through the teacher evaluation process. The plan requires that at least one half of the required professional development hours be related to one or more of the following: teacher’s content area, instructional strategies applicable to the teacher’s content area, or the teacher’s identified needs.

Teachers submit a request for approval of professional development to the building principal. The principal determines whether or not the requested professional development is appropriate and adheres to the needs presented by the ACSIP and the teacher’s PGP. The principal and teachers work as a team to find the best professional development to ensure the improvement of academic achievement of students.

## **7. School Leadership**

The current administrative team at Norfolk Elementary consists of the superintendent and building principal. They, along with the school board, have high expectations for faculty and staff. They believe in the school’s mission to provide an intellectual, emotional, and physical environment that is conducive to learning for all students. In order to meet this goal, administrators, faculty, and staff are expected to work as a team.

The building principal is in her first year in an administrative position. Prior to becoming the principal of Norfolk Elementary, she was a teacher in the building. Faculty and staff have been supportive in her new leadership role offering assistance and encouragement in order to make for a smooth transition for all involved. The principal, teachers, and staff all understand that they must support one another in order for the students to achieve success.

The principal is closely involved in all aspects of Norfolk Elementary. Although she has stepped away from the classroom as a teacher, she has entered as a helpmate for her teachers and staff. She attends almost all special education meetings, child study meetings, and parent volunteer meetings. Her focus remains on the students. Teachers appreciate her interest, advice, and support offered during meetings.

Overseeing of curriculum, duties, and responsibilities of teachers and staff is also a role of the building principal. With the dedicated employees of Norfolk Elementary, this makes for an easy task. Everyone understands his or her role and readily do what is needed to ensure that students reach their potential.

Teachers are also given leadership roles within the school. There are several committees and teams at Norfolk Elementary where teachers serve as leaders. A few committees or programs in which teachers serve as leaders are ACSIP, Child Study, Parental Involvement, and Personnel Policy. Teachers do a great job taking initiative to accomplish necessary tasks.

At Norfolk Elementary, the leadership begins with the administration, but it trickles down to the teachers and staff. We all work together to be good leaders and models because we know that someday our students will be leaders.



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	97	88	95	90
% Advanced	85	66	69	67	46
Number of students tested	33	29	26	46	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	97	86	96	87
% Advanced	83	66	67	67	50
Number of students tested	29	29	21	42	38
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	66	63	100	67
% Advanced	83	33	50	80	67
Number of students tested	6	3	8	5	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	97	88	95	90
% Advanced	85	66	69	68	46
Number of students tested	33	29	26	44	48
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	84	96	91	76	93
% Advanced	68	58	48	59	64
Number of students tested	31	24	42	46	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	86	95	90	77	92
% Advanced	69	58	46	61	57
Number of students tested	29	19	39	38	23
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	34	67	100	77	92
% Advanced	69	58	46	61	57
Number of students tested	29	19	39	38	23
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	84	96	91	76	97
% Advanced	68	61	48	58	67
Number of students tested	31	23	40	45	27
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	90	87	76	73
% Advanced	48	59	41	31	35
Number of students tested	23	39	39	29	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	89	88	87	71	72
% Advanced	42	54	39	25	29
Number of students tested	19	35	33	24	21
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	100	50	50	40
% Advanced	0	50	50	0	0
Number of students tested	1	2	4	4	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	90	89	75	76
% Advanced	50	58	42	32	36
Number of students tested	22	38	38	28	25
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	86	82	79	89
% Advanced	68	59	44	48	64
Number of students tested	38	41	32	29	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	97	86	76	79	86
% Advanced	67	60	38	46	55
Number of students tested	33	35	26	24	29
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	34	33	50	33
% Advanced	50	17	0	0	0
Number of students tested	2	6	6	4	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	95	86	82	79	89
% Advanced	68	59	44	48	64
Number of students tested	37	41	32	29	36
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**



# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Qwestar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	100	96	89	85	79
% Advanced	79	72	54	46	35
Number of students tested	33	29	26	46	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	96	85	84	76
% Advanced	76	72	52	48	39
Number of students tested	29	29	21	42	38
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	66	63	100	33
% Advanced	50	33	13	40	33
Number of students tested	6	3	8	5	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	96	89	84	79
% Advanced	79	72	54	45	35
Number of students tested	33	29	26	44	48
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	92	95	95	100
% Advanced	71	67	62	37	64
Number of students tested	31	24	42	46	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	90	95	87	100
% Advanced	72	74	64	32	57
Number of students tested	29	19	39	38	23
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	67	66	100	50	100
% Advanced	17	33	33	25	50
Number of students tested	6	3	3	4	2
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	96	96	89	100
% Advanced	71	70	63	36	67
Number of students tested	31	23	40	45	27
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	100	84	96	88
% Advanced	83	90	51	41	46
Number of students tested	23	39	39	29	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	89	100	82	96	91
% Advanced	84	89	52	33	43
Number of students tested	19	35	33	24	21
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	100	50	75	60
% Advanced	0	100	25	25	20
Number of students tested	1	2	4	4	5
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	95	100	85	97	88
% Advanced	86	89	53	41	48
Number of students tested	22	38	38	28	25
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Arkansas Augmented Benchmark Exam

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Questar

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	95	94	93	81
% Advanced	74	73	63	52	42
Number of students tested	38	41	32	29	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	94	95	92	92	75
% Advanced	73	69	54	42	34
Number of students tested	33	35	26	24	29
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	50	67	67	75	33
% Advanced	50	0	50	0	0
Number of students tested	2	6	6	4	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	92	95	94	93	81
% Advanced	73	73	63	52	42
Number of students tested	37	41	32	29	36
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**